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ABSTRACT

This report discusses secondary level psychology instruction in Florida public schools. The typical high school psychology student is described. The composite picture is of a student who is white, most often female, attends a large urban high school, and receives instruction with a behavioral emphasis from a social studies teacher with a Masters Degree. Psychology instruction is also discussed in terms of teacher and school characteristics, course emphasis, textbooks, and instructional materials. The bulk of the report analyzes twelve general introductory psychology textbooks. Information is included on the types, kinds, and frequencies of textbook treatment of units, chapters, content, and illustrations. Data are presented on unit headings, chapter headings, percentage of pages devoted to illustrations, and mention of individual names which appear in at least five of the 12 textbooks. Data on the frequently named persons, generally psychologists, psychiatrists, and other social scientists, are analyzed according to the number of pages which contain the name and by cross text comparison of treatment of a person mentioned on at least three pages in any one of the texts. Tables relating to the textbook evaluation, a list of textbooks studied, and description of five precollege psychology teaching workshop sessions are included in the document. (Author/DB)

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Some Odds and Ends Relevant to Pre-college Psychology in Florida: A Collection of Tidbits

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The "Typical" High School Psychology Student in Florida

Based upon the results of the 1972-73 survey, we know that she is enrolled in a public school, probably including grades 10-12, with an enrollment in excess of 1,000 students. Her school primarily enrolls white students with fewer than twenty percent blacks. In addition, her school is located in a primarily urban area rather than rural or suburban area. She in enrolled in a separate course in Psychology in almost any secondary school in Florida since about four out of five schools appear to offer at least one such course in their curriculum.

She is one of 25,201 students enrolled in separate courses in Psychology, and probably is one of the 17,412 students enrolled for a semester-long course. Regardless of the length of the course, she is enrolled because she elected to take it rather than because it was required. One of the major reasons she decided to take the course is because it is tremendously popular with her and her classmates. In addition, she is enrolled in a school where the enrollment and demand for the course continued to increase over a period of two or three years.

Even if she were not enrolled in the separate Psychology course, she would probably receive "psychological" subject matter in a number of other courses she is taking, especially if she were enrolled in Sociology or Problems of Democracy.

A majority of her classmates are eleventh and twelfth grade females. Her class is predominantly white with less than twenty percent being black. About forty percent of her classmates are males.

Her teacher is certified in the area of Social Studies and holds a

Masters Degree. Her teacher has an average of 25.1 semester hours of college course preparation in various undergraduate and graduate psychology courses. (This is equivalent to approximately eight three-hour psychology courses at the college level.) With this background, her teacher feels adequately prepared to teach the course on this level.

Her teacher has adopted a behavioristic approach to the course rather than a humanistic one. Operating within this framework, the three major course objectives identified by her teacher are: (1) to help students cope with problems associated with emerging adolescence; (2) to assist students in adjusting to life and solving life's problems; and (3) to apply psychological knowledge in order to understand contemporary social problems and events.

The course includes most of the topics and concepts her teacher feels ought to be included in psychology courses on the precollege level. Hence, our "typical" student will receive instruction in intelligence, mental illness, personality theory, mental health, and emotions. She will less likely receive instruction in statistics, child care, and the human body.

She has been assigned a copy of the Engle and Snellgrove textbook entitled, Psychology: Its principles and applications (Editions 3, 4 or 5), which is on the list of state adopted textbooks. She uses this textbook a great deal of the time in relation to her course work load. Despite the fact that she does use this textbook, her teacher may be one of the teachers who preferred a different kind of textbook for the course.

Along with the desire for a different textbook, her teacher desires more materials and instructional aids to use in teaching the course. Her teachers not only feels this need, but would use these materials if they were made available for use. Among the types of materials and aids her

teacher most desires are films, materials for classroom experiments, simulation games, and filmstrips. Least desired is materials for slow learners.

References

Stahl, Robert J. and Casteel, J. Doyle The status of precollege psychology in the state of Florida during 1970-71 and 1972-73: A comparative report. Research Monograph No. 8. P.K. Yonge Laboratory School, Gainesville, Florida: 1973. (ERIC No. ED 087 651).

Stahl, Robert J. The status of precollege psychology in Florida from 1970-71 through 1974-75: A report of a longitudinal study. Research Monograph. P.K. Yonge Laboratory School, Gainesville, Florida: 1976. (Submitted to ERIC on publication).

Headings

During the Spring, 1974, the authors analyzed the six state-adopted psychology textbooks to determine the types, kinds, and frequencies of their respective treatment of units, chapters, content, and illustrations. In order to determine whether these results were "typical," five introductory psychology textbooks were randomly selected and analyzed in a similar manner. A sixth text, Engle and Snellgroves' Psychology: Its principles and applications (3rd Ed), was purposely selected because it was still used in many secondary schools in Florida at the time the analysis took place. Hence, the six state-adopted psychology textbooks could be compared against one another and could be compared with six other general introductory psychology textbooks not included on the state-adopted list.

Unit Headings

Unit titles were examined because it appeared that an analysis of these headings would provide sufficient data about the general topics and subjects that were included in the twelve books examined. Our investigation of these texts revealed that:

1. The title that appear most frequently at the level of 'Unit Heading' was a general heading like "Introduction to Psychology" (7 of the 12 texts). "Learning" and "Personality" appeared in 6 of the texts.

2. Many of the texts included the above three mentioned titles as both unit and chapter headings.

3. The "Branches of Psychology" headings treated by Gordon as 'chapters' were included as 'units' by Mussen. The other ten textbooks did not tend to treat "Branches of Psychology" as either units or chapters but included subject matter related to the different branches of psychology as topics within chapters.

4. "Intelligence," "Alcoholism and Drugs," and "Measurement and Evaluation" were treated as unit headings in only one book each.

5. Engle is the only author which gave "Mental Health" unit-level status (in his 3rd and 5th Editions). However, he chose to abandon this status level in his sixth edition with Snellgrove.

6. Eight of the 12 textbooks included at least one integrative unit. An "integrative unit" was defined as any unit including more than one distinct topic or theme or which might be any broad general unit whose content made it otherwise unclassifiable. The diversity of topics included in these units forced the investigators to list them as separate categories under the unit heading computations.

7. The heading, "Social Aspects of Behavior," tended to be included as chapters rather than as units.

8. The Mussen and Tallent and Spungin textbooks included the highest number of units followed by CRM (Psychology Today). The McKeachie and Dolyle text included the lowest number of units. (See Figure 1).

Chapter Headings*

The chapter headings of each of the twelve textbooks were analyzed to determine if the different texts tended to stress similar or different content at the chapter level. An examination of these data revealed that:

1. There is no topic or subject which is included in all six state-adopted or in all non-adopted textbooks.

2. One of the headings which appears most frequently (10 of 12 books)

*The headings appearing in the Branca and the Sandberg texts were classifiable by the investigators as 'chapters' because they both appeared to function as chapter headings rather than as unit headings.

Figure 1: Data Regarding "Unit Headings" Found in These Textbooks

UNIT TITLES	State-Adopted						Non-Adopted								
	Engle (5th)	Gordon	Hershey	McKeachie	Sandberg	Tallent	Branca	Engle (3rd)	Engle (6th)	Fredenburgh	Mussen	Psy. Today (CRM)	Mean/State-Adopted Texts	Mean/ Non-Adopted Texts	Mean/All Texts
1. Introduction to Psychology	39					30		60	27	24	54	62	11.5	37.83	24.67
2. Personality			136	112		68				128	122	78	52.67	54.67	53.67
a) Wholesome						86							14.33	0	7.17
b) Troubled						60							10	0	5
3. Branches of Psychology															
a) Biological											120		0	20	10
b) Cognitive and Educational											102		0	17	8.5
c) Comparative											98		0	16.33	8.17
d) Developmental											74		0	12.33	6.17
e) Social											94	93	0	31.17	15.58
f) Miscellaneous															
- Realms of the unconscious		111											18.5	0	9.25
4. Perception											96		0	16	8
a) Physiological Basis of Human Behavior										36			0	6	3
5. Sensation												102	0	17	8.5
6. Learning	93					50		76	86		86*	98*	23.83	57.67	40.75
a) and Memory											*				
7. Psychology and Education		24											4	0	2
8. Intelligence						48						*	8	0	4
9. Motivation												*			
10. Development			136							72		46	22.67	19.67	21.17
11. Emotional and Behavioral Adjustments									78				0	13	6.5
12. Mental Health	121							128					20.17	21.33	20.75
13. Disorders and Therapy (Treatment)						66						74	11	12.33	11.67

Figure 1: Continued

UNIT TITLES	State-Adopted						Non-Adopted								
	Engle (5th)	Gordon	Hershey	McKeachie	Sandberg	Tallent	Branca	Engle (3rd)	Engle (6th)	Fredenburgh	Mussen	Psy. Today (CRM)	Mean/State-Adopted Texts	Mean/ Non-Adopted Texts	Mean/All Texts
14. Alcohol and Drugs						58							9.67	0	4.83
15. Psychological Evaluation						76							12.67	0	6.33
16. Social Aspects of Behavior										30			0	5	2.5
a) Family	67*												11.17	0	5.58
b) Small Groups	*								82				0	13.67	6.83
c) Love and Marriage								68					0	11.33	5.67
d) Individual and Society	62							81					10.33	13.5	11.92
e) Psychology and Society (Social Problems)		119							83				19.83	13.83	16.83
17. Integrative Topics															
a) Patterns of Human Behavior	93							96	76				15.5	28.67	22.08
b) Why we have varied patterns of behavior								114					0	19	9.5
c) Understanding Human Behavior	89								76				14.83	12.67	13.75
d) Mainsprings of behavior										76			0	12.67	6.33
e) Youth in a Changing World		88											14.67	0	7.33
f) Psychology and the Individual		136											22.67	0	11.33
g) Understanding Yourself			90										15	0	7.5
h) Understanding the Future Development of Human Behavior			36										6	0	3
i) The Background of Behavior				48									8	0	4
j) The Determinants of Behavior				158									26.33	0	13.17
k) Human Function												84	0	14	7
													383.33	496.67	440

* The topics are treated together in the book.

and which appears as the first chapter in nearly all of these texts is a general title, "Introduction to Psychology."

3. The topics or headings, "Learning" and "Personality" also appear as chapter headings in 10 of the 12 textbooks.

4. The second most popular heading titles for chapters are "Perception and Sensation," "Intelligence," and "Social Aspects of Behavior" each which appear in 8 of the 12 textbooks.

5. "Branches of Psychology" and related "Miscellaneous Topics" such as 'dreams,' 'parapsychology,' 'self-actualization theories,' 'magical beliefs,' and 'mythology' were treated as separate chapter headings in the Gordon book. No other text included these topics and subjects as separate chapter headings but tended to deal with them within the body of chapters assigned other names.

6. "Mental Health" was stressed at the chapter heading level in only one book while "Mental Illness" achieved chapter status in four of the texts.

7. "Alcohol and Drugs" and "Measurement and Evaluation" appeared in two of the 12 books as chapter headings.

8. The book that contained the largest number of chapters was the Mussen book (21 chapters). Branca and CRM had 17 chapters each.

9. The book that contained the least number of chapters was the Sandberg text with seven chapters. (See Figure 2).

Figure 2: Data Regarding "Chapter Headings" Found in These Textbooks

	State-Adopted						Non-Adopted								
CHAPTER TITLES	Engle (5th)	Gordon	Hershey	McKeachie	Sandberg	Tallent	Branca	Engle (3rd)	Engle (6th)	Fredenburgh	Mussen	Psy. Today (CRM)	Mean/State-Adopted Texts	Mean/ Non-Adopted Texts	Mean/All Texts
1. Introduction to Psychology	36	26		14	44	30	53*	53	26		51	20	25	33.83	29.42
2. Branches of Psychology															
a) Developmental											13		0	2.17	1.08
b) Educational											27		0	4.5	2.25
c) Personality Theory (Freud)		23											3.83	0	1.92
d) Post-Freudian Theories		21											3.5	0	1.75
e) Miscellaneous															
1. Dreams		22											3.67	0	1.83
2. Growth (Personality)					43						31**	18	7.17	8.17	7.67
3) Magical Beliefs		20											3.33	0	1.67
4) Mind-bending		29											4.83	0	2.42
5) Mythology		25											4.17	0	2.08
6) Parapsychology		15											2.5	0	1.25
3. Frontiers of Behavioral Science					42								7	0	3.5
4. Personality	28	*	36	33		66	25	36	24	38	26		27.17	24.83	26
a) Healthy (adjustment)			27			62						20	14.83	3.33	9.08
b) Disturbed (problem)			65	27	44	84	33		28				36.67	10.17	23.42
5. Perceptions and Sensations	33		28	22			59	41		34	58	122	13.83	52.33	33.08
a) Attention							19						0	3.17	1.58
b) Physiology (Biology)	31			12			26	36	25		49	22	7.17	26.33	16.75
6. Learning	59		30	37		48	62	75	57	68	117*	80	29	76.5	52.75
a) Memory				*							35		0	5.83	2.92
7. Intelligence	29	26		*		46	28	33	27		31		16.83	19.83	18.33
8. Heredity and Environment	25			18***			45*	36	49			20	7.17	25	16.08

Figure 2: Continued

CHAPTER TITLES	State-Adopted						Non-Adopted								
	Engle (5th)	Gordon	Hershey	McKeachie	Sandberg	Tallent	Branca	Engle (3rd)	Engle (6th)	Fredenburgh	Mussen	Psy. Today (CRM)	Mean/State-Adopted Texts	Mean/ Non-Adopted Texts	Mean/All Texts
9. Thinking (Cognition)	30		31	26*			24	27			38	34*	14.5	20.5	17.5
a) Creativity				32*							28		5.33	4.67	5
10. Motivation (Needs/Drives)			31	21			22			74	58*	52	8.67	34.33	21.5
11. Growth and Development	28	18*		**			30*		23	32	24		7.67	18.17	12.92
12. Childhood and Adolescence		37	44		52								22.17	0	11.08
13. Feelings and Emotions	33		31				20	46	24	34	*	16	10.67	23.33	17
a) Frustrations/Anxiety			*** 18				27		24*	24			3	12.5	7.75
b) Conflict/Def. Mech.			***						*						
14. Mental Health								32					0	5.33	2.67
15. Mental Illness	33	29						49			43		10.33	15.33	12.83
16. Individual Differences												16	0	2.67	1.33
17. Therapy and Treatment			33			38						67	11.83	11.17	11.5
18. Alcohol and Drugs						56						16	9.33	2.67	6
19. Measurement/Evaluation						74						42	12.33	7	9.67
20. Social Aspects of Behavior	12		34	26	47	22		44	54		45**		23.5	23.83	23.67
a) Conformity											13		0	2.17	1.08
b) Family	32							43	25				5.33	11.33	8.33
c) Group Behavior	32								33	21		36	5.33	15	10.17
d) Individual in Society							34						0	5.67	2.83
e) Interpersonal Relations				26							23	18	4.33	6.83	5.58
f) Language (Communication)							28				19**	*	0	7.86	3.92
g) Love and Marriage		14						24*					2.33	4	3.17
h) Peer Group (Friendship)	*							*	22				0	3.67	1.83
i) Popularity/Leadership	24*							26					4	4.33	4.17

Figure 2: Continued

CHAPTER TITLES	State-Adopted						Non-Adopted									
	Engle (5th)	Gordon	Hershey	McKeachie	Sandberg	Tallent	Branca	Engle (3rd)	Engle (6th)	Fredenburgh	Mussen	Psy. Today (CRM)	Mean/State-Adopted Texts	Mean/ Non-Adopted Texts	Mean/All Texts
20. j) Race and Prejudice					65						16		10.83	2.67	6.75
k) Social Attitudes	32										** 18	22	5.33	6.67	6
l) Work/Vocation	27						20	36	27				4.5	13.83	9.17

* } Topics are treated together under one heading
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Persons

The names of individual persons included in the twelve textbooks were identified and the resultant data analyzed in two distinct ways so as to provide as complete and adequate a survey of this area of the texts as possible. The criterion for each and the relevant data found as a result is explained below:

Any person whose name appeared in the body of the text in five or more of the 12 textbooks was considered to be a "frequently-named" person. Each name and the number of pages which contained the name was listed. Data relevant to these individual persons revealed that:

1. Sigmund Freud was the only person mentioned in all 12 textbooks. Terman and Pavlov were mentioned in 11 texts apiece while Jung, Kinner, and Watson were mentioned in 10 books each.

2. Guilford, Allport, Hull, Hebb, James, Lorenz, N. Miller, E.L. Thorndike, T. Simon, and Thurstone were all mentioned in only five of the 12 books--the lowest possible number of books as prescribed by the criterion. Of these names, Simon and Thorndike tended to be mentioned on an average of only one page per book.

3. In contrast to the above, Freud was mentioned on an average of 13 pages in the state-adopted texts and 12 pages in the non-adopted texts.

4. Terman was mentioned on an average of 1.8 pages in the state-adopted texts and 2.7 pages in non-adopted texts for an overall average of 2.25 pages per book. Pavlov and Skinner were mentioned on 2.6 and 5.3 pages in state-adopted and 5.8 and 7 pages in non-adopted texts, respectively.

5. Mussen and CRM included most of the persons listed in this section of the analysis of names. Mussen included 30 of the 36 names possible while

Figure 3: Names of Individuals Mentioned in at Least Five of the Twelve Texts Used in this Study.

(5 and/or more books) NAME OF PERSONS	State-Adopted						Non-Adopted								
	Engle (5th)	Gordon	Hershey	McKeachie	Sandberg	Tallent	Branca	Engle (3rd)	Engle (6th)	Fredenburgh	Mussen	Psy. Today (CRM)	Mean/State-Adopted Texts	Mean/ Non-Adopted Texts	Mean/All Texts
Adler, A.		5	1	1		4			1		3	5	1.83	1.5	1.67
Allport		4	2		7						1	5	2.17	1	1.58
Binet	1	3		4			4	1	2		7	2	1.33	2.67	2
Bruner		3	7	1	4					1	5	6	2.5	2	4.5
Ebbinghans	1		3	3		1	1		1		1	2	1.33	0.83	2.17
Erikson, E.		9		7	3	3					10	3	3.67	2.17	2.92
Freud, S.	2	23	9	17	2	26	3	1	6	13	27	23	13.17	12.17	12.67
Fromm, E.		13	9			6			1	1	3	2	4.67	1.17	2.92
Guilford, J. P.			3	2					2	2	3		0.83	1.17	1
Hall, C. S.		1	3	1							3	1	0.83	0.67	0.75
Harlow, H.			3	6					3	5	3	2	1.5	2.17	1.83
Hebb			4	3						5	1	1	1.17	1.17	1.17
Horney		5		1		3			1	1	3		1.5	0.83	1.17
James, W.		2					1		1		1	7	0.33	1.67	1
Jung	2	11	1			3	1	1	2	1	5	10	2.83	0.33	3.08
Kohler, W.				1		1	1			2	3	1	0.33	1.17	0.75
Lorenz, K.		4		1						1	3	5	0.83	1.5	1.17
Maslow, A.		5	14	3		9			2		6	6	5.17	2.33	3.75
Mead, M.		3	5	4	9					1	1		3.5	0.33	1.92
Mendel, G.	2						3	1	1			4	0.33	1.5	1.83
Miller, N.			2	6						1	2	3	1.33	1	1.17
Pavlov, I.	2	3	1	5		5	5	3	2	6	9	10	2.67	5.83	4.25
Piaget	2	3	1	11	2				4	3		11	3.17	3	3.08
Rogers, C.		3	13	3	11	4			1	1	4	8	5.67	2.33	4

Figure 3: Continued

	State-Adopted						Non-Adopted								
	Engle (5th)	Gordon	Hershey	McKeachie	Sandberg	Tallent	Branca	Engle (3rd)	Engle (6th)	Fredenburgh	Missen	Psy. Today (CRM)	Mean/State-Adopted Texts	Mean/ Non-Adopted Texts	Mean/All Texts
Rorschach	2		1			1	1	1	1		1	1	0.67	0.83	0.75
Sheldon	1		1			4			1	6		3	1	1.67	1.33
Simon, T.	1			1				1			2	1	0.33	0.67	0.50
Skinner, B. F.	2		4	6	16	4	3		6	7	17	8	5.33	6.83	6.08
Sullivan, H. S.			2	2		9			1	1	3	5	2.17	1.67	1.92
Terman	3	2	1	2		3	4	2	3	2	3	2	1.83	2.67	2.25
Thorndike, E. L.			1	2			8			2	3		0.50	2.17	1.33
Thurstone	1	1					3		1	1			0.33	0.83	0.58
Watson, J. B.	2	1	3	5	2	1			3	1	2	3	2.33	1.5	1.92
Woodworth, R.S.				1		1			2	2		3	0.33	1.17	0.75
Wundt, W.		1	1	3						2	1		0.83	.50	0.67
TOTALS													78.5	74	76.25

CRM included 29 of these 36 names. Engle's 3rd Edition contained the least number of the persons, listing only 8 of these 36 persons in the context of his book.

The second way these data were analyzed was to make a list of all persons who were mentioned on three or more pages in any text, and, once mentioned and identified, determine how each of the remaining 11 texts treated that person page-wise. This approach revealed that:

1. The McKeachie and the Sandberg texts included most of the persons on the list of 189 persons whose name appeared in at least one of these 12 textbooks on at least 3 pages. McKeachie listed 51 of these persons while Sandberg mentioned 46 persons.

2. Engle's 3rd Edition did not include any of the 153 persons included in this second way who were not also included in the first list of 36 persons identified earlier in way one. Engle and Snellgroves' later editions, 5th and 6th, contained only one of these 153 persons. In other words, the Engle's texts contain very few names and when they do they rarely take more than three pages to mention the person on.

3. In examining the two separate lists (way one and way two), McKeachie showed consistency in including a large number of persons whereas Engle's 3rd Edition showed equal consistency in including the least number of person's names.

Table 1

Table Indicating the Percentage of Pages in Each Textbook Devoted to Illustrations Based Upon An Examination of Ten Percent of the Total Number of Pages in Each Textbook

Textbook Author	Total Number of Pages	10% of Total Number of Pages	% of Pages With Illustrations**
Branca	584	58	62%
Engle (3rd edition)	657	65	26%
Engle (5th edition)*	612	61	44%
Engle (6th edition)	535	53	56%
Fredenburgh	438	43	42%
Gordon*	489	48	25%
Hershey*	449	44	36%
McKeachie*	388	38	60%
Mussen	907	90	44%
Psychology Today (CRM)	707	70	60%
Sandberg*	344	34	0
Tallent*	567	56	64%
Mean for state adopted texts	474.8		
Mean for non-adopted texts	638		
Mean for all texts	556.4		

* State-adopted textbooks
** By illustrations is meant charts, pictures, cartoon, diagrams, etc.

List of Textbooks Used in the Study

Branca, Albert A. Psychology: the science of behavior. Atlanta: Allyn & Bacon, 1966, 584 pages.

Engle, T. L. Psychology: its principles and applications. 3rd Edition. New York: Harcourt, Brace & World, 1957, 657 pages.

* Engle, T. L. & Snellgrove, L. Psychology: its principles and applications. 5th Edition. New York: Harcourt, Brace & World, 1969, 612 pages.

Engle, T. L. & Snellgrove, L. Psychology: its principles and applications. 6th Edition. New York: Harcourt, Brace Javonovich, 1974, 535 pages.

Fredenburgh, Franz A. Exploring human behavior: an introduction to psychology. Cupertino, Calif.: James E. Freel, 1973, 438 pages.

* Gordon, Sol Psychology for you. New York: Oxford, 1972, 489 pages.

* Hershey, Gerald L. & Lujo, James O. Living psychology: an experiential approach. New York: Macmillan, 1970, 449 pages.

* McKeachie, Wilbert James & Doyle, Charlotte Lackner Psychology: the short course. Reading, Mass.: Addison-Wesley, 1972, 388 pages.

Mussen, Paul & Rosenzweig, Mark R. Psychology: an introduction. Lexington, Masss.: D.C. Heath, 1973, 907 pages.

Psychology Today (CRM) Psychology today: an introduction. Del Mar, Calif.: CRM, 1970, 707 pages.

* Sandberg, John H. Introduction to the behavioral sciences: an inquiry approach. New York: Holt, Rinehart and Winston, 1969, 344 pages.

* Tallent, Norman & Spungin, Charlotte Psychology: understanding ourselves and others. New York: American Book, 1972, 567 pages.

*denotes state adopted textbooks.

Precollege Psychology Workshop Sessions

In October, 1973, five sessions relevant to the teaching of precollege psychology were held in conjunction with the Florida Council for the Social Studies Annual Fall Workshop-Clinic. The following letter was mailed to all the teachers who responded to the 1972-73 Florida psychology questionnaire survey. The letter describes the sessions put together by Stahl.

Dear Colleague:

The Fall Conference of the Florida Council for the Social Studies (FCSS) will host five sessions relevant to high school psychology. These sessions, each on different areas of psychology, will focus on psychology as an "Alternative in the Social Studies", the clinic's theme.

The sessions and activities planned for this Conference-Clinic which is to be held on October 18, 19, and 20 in Orlando are unique. The Council will host the first series of non-APA sponsored sessions on secondary school psychology in the United States. This Clinic will bring together more high school psychology teachers in one group than have ever been assembled outside the APA and its sponsored programs. The purpose of these sessions are to examine the present states of high school psychology, to determine the interests and needs of teachers in this area, and to make plans for the future relevant to those needs. These sessions should set the framework for improving the psychology courses we teach in our own schools.

Dr. Henry Pennypacker, Chairman of the APA Committee on Pre-College Psychology, and Dr. Donald Avila, Director of the Center for Humanistic Education, have accepted invitations to participate in these sessions. Each is to focus on the role their group sees for psychology on this level and to determine what teachers see as being their role in the future. Several classroom teachers have also been invited to help lead discussion groups as well as to man the display room to answer inquiries.

Over five hundred publishers and audio-visual producers have been requested to provide examination and sample copies of their products for display in one room that is to be set aside for displaying only materials that can be used in the secondary school psychology classroom. Besides books, films, transparencies, and records will be available for review. Descriptive brochures and catalogs will be distributed for those desiring more information. This display is 'non-commercial' in that no product will be pushed, rather it is an effort to impartially display all the materials we are able to obtain for this purpose. This will be the largest display of strictly high school psychology materials and instructional aids ever put together.

The five sessions planned for the Clinic are:
Session #1: High School Psychology: A "Show 'n Tell" Session for Classroom Teachers.

The purpose of this session is to allow teachers to discover what other teachers are doing in their psychology units. Classroom teachers are encouraged to bring materials, handouts, curriculum guides, course outlines, instructional aids, etc. they use in teaching their courses. The program will emphasize small group activities where individual teachers can exchange ideas and materials with teachers from various parts of the state. Each teacher is encouraged to bring a number of different

copies of their materials so that several teachers are able to obtain copies of these materials. This session is primarily designed to help teachers of psychology or those individuals interested in teaching the course get acquainted with one another as well as to share and exchange ideas and materials with each other.

Session #2: "Is Psychology Taking An Ego Trip Through The Social Studies?"

The purpose of this session is to examine and compare the sets of objective, goals and purposes that have been proposed for psychology courses on the pre-college level and those set for contemporary social studies education. After a brief presentation of some of these objectives and goals by a panel of individuals interested in psychology and social studies instruction, participants attending the session will be arranged in small groups to discuss these goals and objectives in light of those set for their own classes. This session is designed to have teachers place psychology in proper perspective relative to social studies goals and objectives.

Session #3: "Value Sheets in the Psychology Classroom: A 'How to do it' Workshop"

This session is designed to introduce participants to a theory of value clarification relevant to high school psychology classroom instruction. After an overview of the theory, the session will present several different formats of value sheets the teacher can design and use in teaching psychology. The focus of the session is on helping teachers design, develop, and possibly try out in a small group some value sheets for use in their own classrooms. This is to be an application of theory session and teachers should expect to leave knowing how they can build and use their own value clarification activities for their own classrooms.

Session #4: "Reporting the Results of the 1972-73 Survey of Florida Teachers Relative to the Status of Pre-College Psychology"

Data from a survey of over 400 Florida secondary schools conducted during the spring of 1973 are to be presented. The results and conclusions of the 37 item questionnaire relative to different aspects of the teaching of high school psychology are to be discussed and analyzed. Participants will be encouraged to respond to the data given and conclusions drawn by the investigators who conducted the study. Those attending will receive copies of the 1972-73 survey results.

Session #5: "Where Do We Go From Here? - The Future of Psychology in Florida's Secondary Schools"

Climaxing the series of sessions on the FCSS program relating to psychology, this session is intended to determine the needs and interests of psychology teachers as they see them and to make plans to deal with the kinds of activities and programs that best meet these needs. Representatives from various groups interested in psychology at the secondary

school level will briefly discuss their role in this area and what role they could possibly play in the future. A state-wide psychological resource center, a newsletter, and in-service workshops have all been suggested as within the realm of possibility for Florida psychology teachers. Plans for these and other activities are to help highlight the session.

Nikki Bennett, FCSS Chairman, has been of invaluable assistance in helping me make arrangements for the session and display room. I want to take this opportunity to thank her for her contributions to this effort and for making these sessions a reality. The Hilton Inn Gateway, at the entrance to Disney World, will host the entire conference. The motel is beautiful. The personnel from Mr. DeCarlo, Hilton Inn manager, on down are hospitable and courteous. It is an ideal setting for what plans to be an ideal program.

Setting up the sessions and display room have excited me. I hope that the programs being planned have excited you to the point of making sure you attend the entire FCSS Conference and the psychology sessions pertinent to your interests and needs. After a number of years of hearing teachers discuss the need for psychology teachers to get together, we now have an excellent opportunity to do so.

Sincerely,

Bob Stahl